

CHAPTER II

REVIEW OF RELATED LITERATURE

This part discusses the structure of review of related literature. It contains the different characters of males and females and learning strategies.

2.1 The Different Character of Males and Females

Students have different learning styles. Collin (2007) states, students commonly have a preference for a particular learning style. In learning, an individual might have his or her own preferred learning styles preferences. Students may also differ in their understanding of the material in the classroom. Moreover, female use learning strategies more frequently rather than male. According to Hodgins (2009:7),

“Males and females have different learning styles;

- 1. Males tend to be logical in their conceptualizations, their reasoning processes are often from the general principle. On the other hand, females tend to be inductive thinking, adding more to their based of conceptualizations. They begin to a concrete example.*
- 2. Females do produce more word than males.*
- 3. Males tend to symbolic texts, graphs, and diagrams. However, females tend to prefer written texts.*
- 4. Both males and females like pictures, but males rely on them in learning”.*

2.2 Learning Strategies

Learning strategies are the ways that students use to achieve learning goals. Learning strategies are designed to assist students improve and use skills

necessary to obtain, store, and express content. Learning strategies are usually described as a process which is consciously or unconsciously chosen and used by students to study the target language or assist a language assignment (White, 2008). Learning strategies are used to help students understand the original information.

Learning strategies play a crucial part in students' understanding of information and solving problems. Park (2010) points out, learning strategies are supposed to be used to achieve the goal or solve a problem. In other words, it can be said that learning strategies are used to solve the problems faced by students.

Learning strategies are the strength that students need to process, understand and adopt the information existing in learning-teaching processes (Tay, 2013). Learning strategies are special techniques that students employ to learn a second language. Further, learning strategies are stages used by students to increase their learning.

In brief, learning strategies are actions that students take in order to improve their learning and make the learning more enjoyable. Learning strategies are used by students in order to aid them understand new information better and also to help them to solve language problems. Therefore, students have to know the power of consciously using language learning strategies in order to make their learning more well-organized, easier and more effective.

O'Malley & Chamot (2001) recognized three basic categories of strategies. They are namely cognitive, metacognitive, and social-affective strategies will be described in the following part.

2.2.1 Cognitive Strategies

Cognitive strategies are the strategies that students use in order to handle the material to be studied. A cognitive strategy is a problem-solving method that students apply to deal with the learning activity and facilitate the learning of knowledge (Azmi Bingol, Celik, Yildiz, & Tugrul Mart, 2014). In general, cognitive strategies help students to study the information which is related and refuses unnecessary material.

Cognitive strategies are skills that allow students to understand the language through different ways definitely analyzing, summarizing or repeating (Khamkhien, 2010). Furthermore, students use cognitive strategies in order to aid their process, store and recall new information.

O'Malley & Chamot (2001) mentions that cognitive strategies involves manipulation or transformation of material that must be learned, such as explanation, inferencing, transfer, note taking, translation or paraphrase, and summarizing, which will be described in the following part: 1) Explanation: Connecting new information to prior knowledge, 2) Inferencing: Predict the meaning or use of foreign language item which is connected to language assignments, or fulfill in missing information, 3) Transfer: Using prior verbal knowledge in order to help language assignments, 4) Note taking: Ideas in short oral or graphic forms, 5) Translation: Infer the ideas from one language to another language, 6) Summarizing: Summary of language by using spoken and written forms.

2.2.2 Metacognitive Strategies

Metacognitive strategies are an capability of students to control their thought and to regulate their own learning (Goh, 2012).Metacognitive strategies involve in thinking about the mental process that was included in the learning process. Then, it controls and adjust the learning, plans and chooses how to learn effectively, monitor and evaluates it.

Metacognitive strategies are concerned with learning to study or how to study. Felder & Solomon (2010), a metacognitive strategy is a strategy that contains planning for learning, thinking about the learning process, monitoring one's understanding, and evaluating learning after an activity is completed.

The importance of metacognitive strategies can be explained by a researcher. Ceylan and Harputlu(2015) note that students who actively use metacognition do not have knowledge of their own cognitive processes but also concentrating of the cognitive processes used by others. In addition, Cohen (2002) mentions that the importance of metacognitive strategies and describe them as processes which students consciously use to administer their own learning and manage it. Thus, metacognitive strategies permit you to control your own cognition so that the students plan their activities, evaluate and check them.

O'malley and Chamot (2001) mentions that metacognitive strategies contain of planning for learning, self-evaluation, and thinking about the learning process after the learning activity has been completed. It can be classified into four categories: selective attention, planning, monitoring, evaluation. 1) Selective Attention: Emphasis on specifics aspect of learning assignments, 2) Planning:

Arrangement for organization either oral or written discourse, 3) Monitoring: Pay attention to the task, understanding of the information must be remembered, 4) Evaluation: Check toan understanding after a finish of receptive language activities.

2.2.3 Social-affective Strategies

Abdalhamid (2012) express that, social-affective strategies are that listeners use to cooperate with others, to reduce their nervousness, and to check their understanding. In other words, social-affective strategies refer to strategies that students use to learn through interaction with classmates or reduce nervousness.

In addition, Habte-Gabr (2006)analyzes that social-affective strategies, the students must know and understand how to reduce their nervousness, feel confident and improve their motivation in increasing listening comprehension. In short, social-affective strategies refers to the strategies which students use to study through the process of communication with their peers.

Depend on O'Malley & Chamot(2001), social-affective strategies refer to interactions or communication through the use of collaboration with others, self-talk, questions for an explanation, and self-reinforcement. 1) Collaboration with others: work together to solve problems, gather information, and comment about written or spoken performance; 2)Self-talk: decrease nervousness by using methods that make a person feel able to do learning assignments; 3) Questions for an explanation: request a clarification, repetition of words, or an example of material or assignments; 4) Self-reinforcement: provide enthusiasm and

motivation by rewarding yourself when language learning activities have been completed.

In summary, identifying the differences between students' personal style helps the teacher to be close with students to send the information easily. A teacher can bridge students' differences that occur. Additionally, teachers should not focus on some activities that suitable with only one learning style but they should integrate them all in the classroom. Therefore, students with different learning style and strategy preferences can learn well.

